

Isis District State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	3 Ridgway Street Childers 4660
Phone	(07) 4192 1222
Fax	(07) 4192 1200
Email	the.principal@isisdistshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Brett Kavanagh - Principal

Principal's foreword

Introduction



Brett Kavanagh, Principal (Centre), Deanne Beatson, Deputy Principal (Left), Michele Kirkland, Deputy Principal (right)

What a fantastic year we have had here at Isis District State High School – and we truly do believe that when you come to this school we equip you by *Preparing Pathways & Honouring Traditions*. As can be seen from the achievements of our students in this report, the opportunities are many and varied and we strongly believe that this is a school for all students whether you are academically driven or focussed on a Vocational pathway – our belief is that all students will succeed if we provide the right conditions for learning and foundations for success.

The year 2013 has been a very exciting and successful year in all facets of school life at Isis High. We have allowed for a broad range of talents to perform at their optimum level whether it is in the academic arena, in the Arts, on the sporting fields or out in the community. In 2012 we began our new journey with our strategic plan. This plan will be our guide for the next four years and we will be focusing on six strategic priorities:

- Literacy and Numeracy Improvement
- Improving Participation
- Student Pathways
- Staff Development and Capacity
- Community Confidence
- Improve School Learning Environments

During 2013 our staff have had a very strong focus on refining classroom practices to ensure our students are fully engaged in their learning programs. We have worked across the whole school to ensure our

Queensland State School Reporting 2013 School Annual Report



students own their learning and are driven to remain focused on their own personal excellence. Our students have access to the full range of academic programs.

Our partnerships with community continues to strengthen. We continue our focus on our Work Experience and School Based Traineeship programs which are a vital component of our pathway preparations.

Our Senior Mentoring program is valued by our students and the ongoing improvement in student outcomes is at the forefront of our work. I believe this program is one of the most critical aspects of our improvement agenda and the student is the central focal point for everything we do.

I am extremely proud to be part of this great school where we honour tradition but embrace change. I am part of an exceptional staff and I can honestly say that we do have a hard working dedicated staff. When you look at all the achievements of our students throughout the school year – this can only be attributed to the work of truly committed professionals. This school is always alive – you just have to walk around the school after hours to see the extensive work that is undertaken tutoring, training, supporting and pushing our students. It does not just stop at after school – I see them here weekends and during the vacation periods.

Isis District State High School has a big heart. Failure is not an option at Isis District State High School and every student graduates from this school well equipped to face the future, qualified and proud to say they went to Isis District State High School.

Isis District State High School is a school for every student and central to our core business is the belief that all students can succeed and achieve their goals.

School progress towards its' goals in 2013

Our AIP priorities for 2013 centred on continuing to improve literacy and numeracy for all students, a focus on Teaching and Learning through the ASOT agenda. A school wide maintenance of facilities agenda has seen our school transformed and we are proud of our ongoing commitment to providing our students a stimulating learning environment.

- Literacy and Numeracy Improvement
 - Maintained four lessons (from three) Maths and English lessons in Years 8 and 9.
 - Regular diagnostic testing to provide feedback on student growth
 - Literacy Coach used to support extension classes and enhance teaching skills
- Improving Participation
 - Regularly celebrated outstanding student attendance and success at school
 - Enhanced community confidence in the school through promotion of high expectations and student achievement
 - School Wide Positive Behaviour continued to promote and celebrate positive student interactions. The school also moved into Tier 2 structure. The first secondary school in the Bundaberg region to achieve this.

Queensland State School Reporting

2013 School Annual Report



- Student Pathways
 - Introduced OP Analyser to further enhance the Senior Mentoring program.
 - Maintain and expand opportunities for development of varied student pathways through multiple networks and partnerships with other organisations
- Staff Development and Capacity
 - Developed and implemented Instructional Leadership Teams to enable the systematic sharing and reflection on professional practice.
 - Implemented Design Question 6 from our ASOT framework with teachers consistently reinforcing rules and procedures in and out of the classroom.
- Community Confidence
 - Appointed a Head of Department Junior Secondary to liaise with all cluster primary schools and relevant families of students involved with the introduction of Year 7 into high school to ensure information and consultation maximises a high level of engagement.
- Improve School Learning Environments
 - Purchased three outdoor shade shelters to increase shade at major sport carnivals and student events.
 - Major external painting projects completed as part of our Direct to Market maintenance program to improve school facilities.

Future outlook

Isis High is very excited about the opportunities that are being presented as part of its future development. The school is undertaking intensive preparation for the arrival of year 7 into high school and the moulding of the Junior Secondary identity in our school. We believe this will be a very positive innovation for our school and more importantly for our students.

The increased funding for schools to improve and enhance Literacy and Numeracy outcomes with our students presents an exciting opportunity and one of our most important priorities as a school. Our school has a very detailed whole school Literacy and Numeracy plan and this funding has allowed us to give this priority extensive resources to support our goals in improving students' literacy and numeracy.

We are excited by our facilities developments with the increase in our maintenance funds and this is allowing us to develop significant improvement plans for our school facilities, which will provide optimum learning environments for our students.

Our future outlook is very exciting as we continue to strive to achieve our strategic targets, continuously improve our academic standing and invest our energy in our most important assets – our students.

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	429	225	204	91%
2012	420	216	204	89%
2013	437	220	217	89%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Students attending Isis District State High School come from the township of Childers (in which the school is situated) and the surrounding communities of Woodgate, Howard, Cordalba, Apple Tree Creek, Dallarnil and Booyal. Young people from Biggenden complete their senior schooling at Isis High following their completion of Year 10 at Biggenden State School. The great majority of students (80%) travel to and from school by bus.

Families have a diverse background including a significant proportion that rely on agriculture (sugar cane and small crops) or Agriculture-related industries. The average socio-economic status of families with students attending Isis District State High School is lower than the Australian average and, as a result is supported by the Federal Government National Partnerships Schools program. The school has an Index of Community Socio-Economic Advantage (ICSEA) of 942 compared to the Australian average of 1000. During 2013, the school enrolment included 7% indigenous students. The school supported 29 students with a disability through its special education programs.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	19	20
Year 11 – Year 12	17	17	18

School Disciplinary Absences

Our school at a glance

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	73	34	87
Long Suspensions - 6 to 20 days	9	14	24
Exclusions	0	1	1
Cancellations of Enrolment	0	0	3

Curriculum offerings

Our distinctive curriculum offerings

In Year 8, 9 and 10 students complete a curriculum in English, Mathematics and Science that is consistent with the National Curriculum (syllabuses produced by the Australian Curriculum Assessment and Reporting Authority). In 2013, History has been added to this suite of subjects.

Year 8 and 9 students complete a 'junior phase of schooling' curriculum with a strong focus on literacy and numeracy skills. For subjects other than those linked to the National Curriculum, they are based on 'key learning areas' incorporating 'essential learnings' from Queensland Studies Authority syllabuses.



Year 10 serves as a 'transition' year that concludes the junior phase and prepares students with the skills required for successful participation in the senior phase of learning.

Year 11 and 12 comprise the 'senior phase of learning'. This is based on a broad offering of academic subjects and a diverse array of accredited vocational education, offered within and external to the school. Senior students are also able to access vocational programs not able to be offered at the school, such as hairdressing and automotive, through the partnership School-TAFE Links program. The school also supports students participating in the School-based Traineeships and Apprenticeships in order to establish a career pathway on completion of school.

Some subjects are able to be offered via virtual schooling or distance education. All senior students are supported in planning an individual learning pathway to a viable post-school destination.

Our school at a glance

Extra curricula activities

Isis District State High School recognises the importance of educating the 'whole child' and provides an extensive range of extra-curricular activities. Our school has a strong sense of community and we actively encourage students to involve themselves in school life and take advantage of the many and varied opportunities. These include:

- Instrumental Music Program, which includes a String Ensemble, Concert Band, concerts, cultural tours, competitions and performances throughout the year
- Inter-school public speaking competitions
- Opportunities to compete at district, state and national levels in selected sports
- School socials
- Participation in Creative Generations – State Schools on Stage
- Human Powered Vehicles (HPV) competitions
- Student leadership opportunities – including programs delivered by Global Immersion and YLead
- School Camps
- Cattle Club Teams
- Cultural celebrations such as Arts Gala
- Excursions to places

How Information and Communication Technologies are used to assist learning

Isis District State High School believes that ICTs and eLearning can be a wonderful enabler to improving student learning outcomes. A range of eLearning tools and teaching practices are used at Isis District State High School to provide students with engaging, collaborative learning experiences. With the implementation of a 1-1 student 'take home laptop program' in Years 10, 11 and 12, the school is now enjoying excellent access to computer devices. A class set of iPads are also available for teachers to utilise with students. iPads are also used within our German Language program and Learning Enhancement Centre.

Students and staff at Isis District State High School also utilise desktop computers in a variety of spaces in the school including the recently refurbished Resource Centre computer space. There are also numerous other labs and laptop pods that can be utilised during lessons. Classrooms and speciality areas have recently been upgraded to a level of technology that includes wireless access to the Department computer

network with data projection facilities and equipment in the majority of classrooms.



Our school at a glance

Social climate

Isis District State High School has a student Responsible Behaviour Plan for Students linked with clearly defined processes which monitor and modify negative behaviour and also identifies and acknowledges positive behaviour in students. The Plan was reviewed by the school community in 2013 and updated, prior to being endorsed by Education Queensland. Each year level is managed by a Year Level Co-ordinator and a Deputy Principal who meet weekly with other support staff to monitor student behaviour. Students experiencing difficulty engaging well in school are identified or referred to a fortnightly Student Welfare meeting which determines appropriate action for improvement.

The school has a strong anti-bullying philosophy based on open disclosure of information, intervention and support for all parties. This is fostered through a Year 8, Year 11 and Year 12 personal development program, as well as in specific subject areas in Year 9 and 10. This policy is regularly reviewed and updated and is vigorously promoted to students.

The Head of Department (Student Services) further supports student welfare and well-being through various support programs and coordination of a range of other specialist staff including a guidance officer, school-based nurse, student support officers and a school chaplain.

An active Student Council is led by the elected student leaders. This group of students is representative of all year levels and students choose special projects to work on over the course of the year. Senior Leaders are selected according to the nominations of their selected areas. These students are able to demonstrate their leadership role across the school in a chosen area where they see the need to make an impact. These roles are not limited and allow students to take initiative in an area that they feel passionate about and that will benefit the school and its students.

School Opinion Survey data (see below) from students and parents consistently rate the school climate (including aspects of safety, fairness and behaviour) as better than or comparable to that of other similar schools throughout Queensland.



Our school at a glance

Parent, student and staff satisfaction with the school

The table below sets out parent, student and teacher satisfaction with the school during 2013.

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	100%
this is a good school (S2035)	100%	96%
their child likes being at this school* (S2001)	97%	100%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	97%	100%
their child is making good progress at this school* (S2004)	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	96%
teachers at this school motivate their child to learn* (S2007)	94%	96%
teachers at this school treat students fairly* (S2008)	97%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	97%	100%
this school takes parents' opinions seriously* (S2011)	97%	100%
student behaviour is well managed at this school* (S2012)	91%	92%
this school looks for ways to improve* (S2013)	100%	96%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	94%
they like being at their school* (S2036)	93%	93%
they feel safe at their school* (S2037)	97%	96%
their teachers motivate them to learn* (S2038)	97%	96%
their teachers expect them to do their best* (S2039)	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%
teachers treat students fairly at their school* (S2041)	91%	89%
they can talk to their teachers about their concerns* (S2042)	92%	87%
their school takes students' opinions seriously* (S2043)	91%	87%
student behaviour is well managed at their school* (S2044)	87%	83%
their school looks for ways to improve* (S2045)	97%	93%

Our school at a glance

their school is well maintained* (S2046)	95%	90%
their school gives them opportunities to do interesting things* (S2047)	96%	93%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	83%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	90%
staff are well supported at their school (S2075)	90%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	90%
their school gives them opportunities to do interesting things (S2079)	95%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

The school encourages regular 'three way' communication between teacher, student and parent. Parents are afforded the opportunity to request a teacher interview at any time.

In addition, there are two formal opportunities per year for parents and students to talk with teachers at a Parent-Teacher Interview evenings. These occur early in Term 2 and Term 3.

Students receive three progress reports during the year. These include an Interim Report after Term 1 and a Semester Report at the conclusion of Semester 1 and Semester 2.

An effective Parents and Citizens' Association operates to support student learning through financial means and participation in strategic direction setting within the school.

Isis District State High School aims to ensure parents and carers remain informed of school operations, events and celebrations. The school:

- Maintains a current school website that is aligned to the Department Websites for Schools platform
- Issues a three-page newsworthy School Newsletter every second Friday of the school year
- Utilises bulk SMS text messaging for urgent communication

In addition, there are a number of specific parent support groups that operate at a very successful level. For example,

- the CLiPs program involves the training of community volunteers in the teaching of reading who then work with students in need of literacy support for reading
- the Chaplaincy program coordinates a group of committed volunteers to provide breakfast for students once a week
- an indigenous support group provides ongoing assistance and advice.
- Parents and supporters often provide assistance to staff on a variety of excursions, including sport and music.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has continued to ensure a strong commitment to reducing our 'environmental footprint' wherever possible. Improved monitoring systems are being gradually introduced to the school in a bid to restrict wasteful usage of utilities. Solar panels, water tanks and energy efficient lighting continue to reduce our environmental footprint.

Our school at a glance

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	209,776	2,996
2011-2012	21,544	7,718
2012-2013	245,618	1,932

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

Isis District State High School has an effective staff who are committed to making a difference with students. Staff immerse themselves in the Isis community and go above and beyond to support students in extra curricular and co-curricular activities.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	37	28	<5
Full-time equivalents	35	18	<5

Qualifications of all teachers

Our school is committed to the pursuit of education expertise in order to confront the challenge of educating young people in a constantly change world.

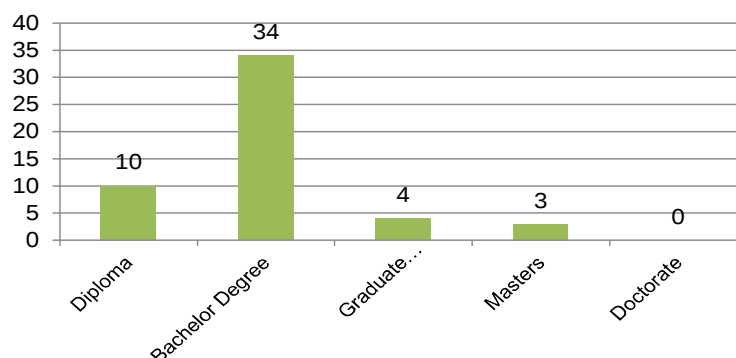
Our staff demonstrate:

- A strong commitment to our School's Vision – *Preparing Future's Honouring Traditions*
- A strong commitment to leadership and management as well as the development of high performing teams
- A strong focus on pedagogical practice namely the Art and Science of Teaching as our whole school pedagogical approach.
- A strong commitment to the provision of extra-curricular activities and opportunities above and beyond their curriculum programs.
- A willingness to model themselves as lifelong learners.

Below is a breakdown of our teaching staff qualifications

Our staff profile

Highest level of attainment	Number of Teaching Staff *
Diploma	10
Bachelor Degree	34
Graduate Diploma etc.	4
Masters	3
Doctorate	0
Total	51



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

In order to continue developing our staff as lifelong learners, it is our priority to ensure that professional development is provided to our teachers that will facilitate the delivery of innovative program and powerful learning.

The involvement of the teaching staff in professional development activities was 100 % during 2013 (Date source: 2013 School Opinion Survey – Teaching Staff Responses).

In 2013 we focused on the following areas as key development areas for all staff. 100% of teaching staff engaged in the following targeted Professional Development:

- Art and Science of Teaching (ASOT)
- Literacy Development
- Differentiating the Curriculum
- Numeracy across the curriculum
- Responding to data and informing planning and delivery
- Developing Learning Goals
- ICT and eLearning Professional Development

The major professional development initiatives that staff undertook were in the following areas:

- Art & Science of Teaching Training
- Leadership Development
- Queensland Studies Authority Training

Our staff profile

- Literacy Training
- Numeracy Training
- Certificate IV in Training and Assessment
- Australian Curriculum Professional Development
- Curriculum Specific Professional Development.
- First Aide Training

A total of \$26 538.00 was expended on professional development during 2013, which equated to 23% of the school grant. An additional \$15 426.00 was expended on professional development during 2013, from our National Partnership Funding.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

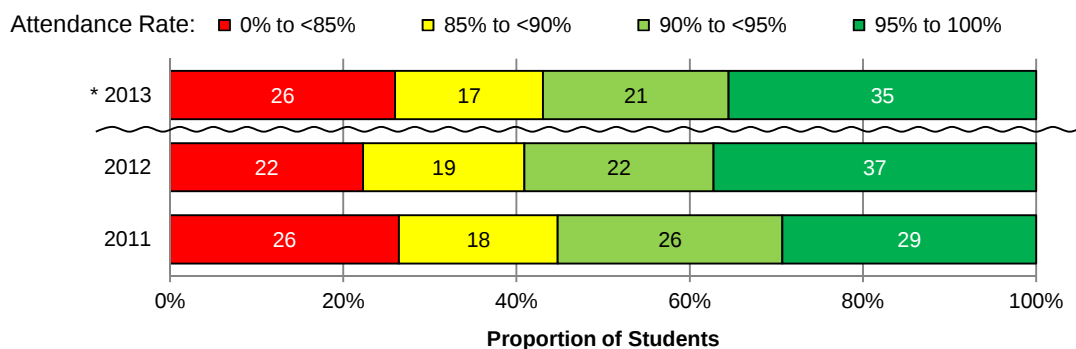
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								90%	88%	86%	90%	88%
2012								90%	89%	88%	89%	90%
2013								92%	85%	86%	87%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Isis District State High School, school attendance is marked at the commencement of the school day through a roll group or student assembly. Attendance is then monitored during the day by teacher checking of students in every class. The school utilises the ID Attend electronic software attendance package, employs a teacher-aide to maintain the accuracy of student rolls and act as a 'point of contact' for matters relating to student attendance for students, parents/care's and school staff.

Students are able to leave during the day on request of a legitimate reason from parents/carers and are required to 'sign-out' from the school office. When students are marked absent:

- from morning roll-marking, parents/carers will sent a SMS text message that same morning to inform them of their child's absence and request a reason for the absence
- during the day after being present in the morning (truant), parents will be contacted
- from school, parents/carers are to provide an explanation to the school for the absence and this is recorded and the absence is 'authorised' and when no reason is provided, the absence remains 'unexplained'
- for three or more days with no reason, a letter is sent to parents requesting an explanation of the student absence.

Regular school absence by students is overseen by the Head of Department (Student Services). Where students are absent regularly from school, parents are contacted by a member of the school staff member to request an interview to discuss how the student's school attendance might be improved.

The school has a serious commitment to the Education Queensland position that 'Every lesson every day, counts' and seeks to maximise the regular school attendance of every student. Incentives are used to reward students for high rates of attendance.



Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

After careful analysis of our Year 9 NAPLAN results we are very proud of the achievements of our students. The most important aspect of our data that we are always very keen to analyse is the relative gain of our students – measuring the gain made from their year 7 NAPLAN results. This gain is something we are really celebrating and our students gained significantly more than the Australian gains. During 2013 we focused heavily on Reading and the results have come through with this work.

2013 NAPLAN Mean Scale Scores by Strand for Year 9 Test

For Isis District State High School (2063) Students

School					All Students							
					Like Schools				State Schools		National	
Year	n	Lower Limit	School Mean	Upper Limit	Lower Limit	Mean	Upper Limit	Comp. Flag	Mean	Comp. Flag	Mean	Comp. Flag
Reading												
2013	66	543	558	573	546	548	550	↔	562	↔	580	↓
Writing												
2013	66	497	516	535	506	510	514	↔	533	↔	554	↓
Spelling												
2013	66	540	558	576	554	556	559	↔	570	↔	583	↓
Grammar and Punctuation												
2013	66	534	553	573	532	535	538	↔	555	↔	573	↔
Numeracy												
2013	66	557	575	593	541	544	546	↑	562	↔	584	↔

Student Distribution National Comparison

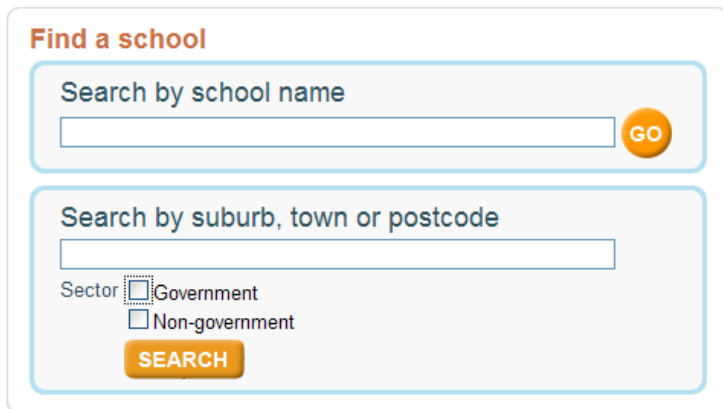
Bottom 20%			Middle 60%		Top 20%	
Year	%	n*	%	n*	%	n*
Reading						
2013	39.4	26	50.0	33	10.6	7
Writing						
2013	36.4	24	57.6	38	6.1	4
Spelling						
2013	34.8	23	51.5	34	13.6	9
Grammar and Punctuation						
2013	24.2	16	60.6	40	15.2	10
Numeracy						
2013	21.2	14	63.6	42	15.2	10

Colour Key Legend	
↑	Mean Above National
↔	Mean Similar to National
↓	Mean Below National

Performance of our students

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Isis District State High School had a total population of 7% Indigenous students in the 2013 year. 2013 saw the continuation and introduction of many initiatives to increase the outcomes for our indigenous population.

A range of staff are engaged to support our Indigenous students at Isis High. These include a school based Indigenous Teacher Aide, community elders, Student Services Head of Department.

All students' academic performance is closely monitored. In Junior and Senior Secondary the HOD Student Services and Indigenous Teacher Aide meets with all students and develops an Individual Learning Plan. This allows them to set clear academic targets and put in place strategies to help achieve these, review data at regular intervals, discuss strategies for improvement and provide students guidance around pathway choices.

The indigenous culture is celebrated and recognised at various intervals throughout the calendar year with events for NAIDOC, Sorry Day and the annual Year 12 Indigenous Bundaberg Schools Cluster Graduation Ceremony. The parent community is active in the school participating regularly in consultation and community activities.

Performance of our students

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	91%	78%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	78	78	65
Number of students awarded a Queensland Certificate Individual Achievement.	6	1	2
Number of students receiving an Overall Position (OP).	27	40	29
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	11	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	62	67	49
Number of students awarded an Australian Qualification Framework Certificate II or above.	48	54	40
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60	71	54
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	75%	48%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	87%	96%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	100%	96%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	3	6	11	7	0
2012	9	11	10	9	1
2013	2	2	10	12	3

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	49	48	4
2012	52	54	2
2013	25	40	0

As at 5 May 2014. The above values exclude VISA students.

Isis District State High School is proud of the vocational learning opportunities afforded to students in the senior phase of learning. In 2013, students were awarded the following nationally recognised vocational training qualifications:

- Certificate I in Hospitality
- Certificate II in Business
- Certificate II in Rural Operations
- Certificate I in Information, Digital media and Technology
- Certificate II in Information, Digital media and Technology
- Certificate II in Manufacturing Technology

In addition, other students complete vocational qualifications through partnership with the Wide Bay Institute of TAFE and through completing school-based traineeships or apprenticeships.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Isis District State High School works hard to ensure all students exit into a pathway. For some students this means exiting school before completion of year 12. These students are supported by our Guidance Officers, Student Services staff and administration by assisting them with transition arrangements. The Youth Support Worker also works closely with students and has links with community job networks and work preparation programs. Our priority is placed on ensuring students are placed in a program to assist them with transition to other training programs or employment programs.